

NATIONAL EDUCATION (IRELAND) (CLASSICS AND FRENCH).

RETURN to an Order of the Honourable The House of Commons,
dated 11 July 1867 *pro*,

COPY "of any PROPOSAL or PLAN submitted by the COMMISSIONERS of
NATIONAL EDUCATION in *Ireland* to the GOVERNMENT for the Introduction
of CLASSICS and FRENCH into the NATIONAL SCHOOLS, and of any
CORRESPONDENCE relating thereto."

Office of National Education, Dublin, }
18 July 1867. }

JAMES KELLY,
WM. HOMAN NEWELL,
Secretaries.

(*Sir Robert Peel.*)

Ordered, by The House of Commons, to be Printed,
25 July 1867.

SCHEDULE.

	PAGE.
Extract from Minutes of the Board, dated 26 March 1867 - - - -	3
Extract from Minutes of the Board, dated 28 May 1867 - - - -	3
Proposed Plan - - - - -	3
Extract from Minutes of the Board, dated 4 June 1867 - - - -	5
Extract from Minutes of the Board, dated 18 June 1867 - - - -	5
Letter from Commissioners of National Education to Lord Nass, dated 19 June 1867 - - - - -	5
Letter from Archdeacon Fitzgerald to Commissioner of National Education, dated 12 November 1861 - - - - -	6
Letter from Commissioners of National Education to Archdeacon Fitzgerald, dated 28 November 1861 - - - - -	6
Letter from Rev. Dr. MacIvor to Commissioners of National Education, dated 28 November 1866 - - - - -	7
Memorial referred to in foregoing letter - - - - -	8
Commissioners of National Education to Rev. Dr. MacIvor, dated 19 December 1866 - - - - -	11
Rev. Dr. Henry to Commissioners of National Education, dated 17 December 1866 - - - - -	11
Commissioners of National Education to Rev. Dr. Henry, dated 21 December 1866 - - - - -	12
Commissioners of National Education to Rev. Dr. Henry, dated 26 February 1867 - - - - -	12
Rev. Dr. McCosh to A. O'Callaghan, Esq., Head Inspector, and John Molloy, District Inspector, dated 14 January 1867 - - - - -	13
Rev. Dr. Henry to Commissioners of National Education, dated 11 March 1867 - -	13
Rev. Dr. Henry to Commissioners of National Education, dated 1 April 1867 - -	14
Dr. Brown, District Inspector, to Rev. Dr. Henry, dated 30 March 1867 - -	14
Commissioners of National Education to Rev. Dr. Henry, dated 2 April 1867 - -	15
Rev. L. E. Berkely to Commissioners of National Education, dated 5 April 1867 - -	15
Commissioners of National Education to Rev. L. E. Berkely, dated 18 April 1867 - - - - -	15
The Lord Bishop of Derry to Commissioners of National Education, dated 1 June 1867 - - - - -	16
Rev. Dr. Henry to Commissioners of National Education, dated 3 June 1867 - -	16

COPY of any PROPOSAL or PLAN submitted by the COMMISSIONERS of NATIONAL EDUCATION in *Ireland* to the GOVERNMENT for the introduction of CLASSICS and FRENCH into the NATIONAL SCHOOLS, and of any CORRESPONDENCE relating thereto.

EXTRACT from MINUTES of the BOARD, dated 26th March 1867.

READ letter No. 2,947/67, from Rev. Doctor Henry, on the subject of DOCTOR McCosh's proposal to introduce classics into the Belfast District Model School, as submitted to the Board of Trade on the 19th February, and expressing his entire approval of the project, which he offers some suggestions for carrying into effect.

Ordered, that the Resident Commissioner do draw up a paper submitting a plan for the introduction of classics into the Model and ordinary "National Schools," and that a copy of this plan be enclosed to each Commissioner.

EXTRACT from MINUTES of the BOARD, dated the 28th May 1867.

THE Resident Commissioner again submits his Memorandum, modified in some particulars, regarding the introduction of classics into the Model and ordinary National Schools, and the consideration of which was postponed on the 14th instant.

Ordered, that the Board approve of this Memorandum, and that a letter be written to the Lord Lieutenant, informing him thereof, and applying for the means to carry out the proposed plan in the existing National Schools in connection with the Board, expressing, at the same time, the opinion of the Commissioners, that it would be also desirable that the plan should be carried out in connexion with the establishment of Model Schools, under the terms of the letter of the Right Honourable C. P. Fortescue, of the 19th June 1866, which has already been approved of by the Board.

The letter of the Lord Lieutenant to be submitted to the Commissioners for approval at their next meeting.

MEMORANDUM.

THE classical and French course, which will consist of portions of the works of the authors named below to be agreed upon by the Commissioners, will embrace a period of three years, namely,

First Year	{ Latin - -	Grammar, Delectus, Caesar.
	{ French - -	Grammar, translation of French to English.
Second Year	{ Latin - -	Sallust, Virgil.
	{ Greek - -	Grammar, Delectus, Xenophon's Anabasis.
	{ French - -	Translation from English to French.
Third Year	{ Latin - -	Horace, Cicero, Livy.
	{ Greek - -	Lucian, Homer, &c., &c.
	{ French - -	The language generally.

No languages department is to be recognised in a school unless at least six pupils

pupils who have each made 150 attendances in the year, satisfactorily pass their examination.

For every pupil of the languages class, who has made the necessary attendances, and who passes a satisfactory examination in the course prescribed for his year.

In Latin - - 10 s. to be awarded to the teacher.

In Greek - - 10 s. to be awarded to the teacher.

In French - - 5 s. to be awarded to the teacher.

If a pupil pass his examination in one language, such pupil counts as one who "satisfactorily passes his examination"; but if that pupil pass in two or three languages, he yet counts as one only.

A pupil can be presented only once for the course of each year.

No pupil is to be admitted into the languages class who is not qualified for the fourth class, or who has been at any school excepting a National School during the year immediately preceding his admission to the languages class.

The manager and teacher may determine upon the fees payable by the pupils for instruction in the languages. It is suggested that the fee for instruction in languages should be twice the amount of the fee paid for literary instruction, e. g., if the fee for literary instruction be 5 s. a quarter, that for "languages" would be 10 s. a quarter; if the fee for literary instruction be only 1 s., then the fee for "languages" would be 2 s., &c. &c. The pupils' fee for one language is to be the same as for two or three languages.

Where the teacher of the languages class is also the literary teacher, principal or assistant of the school, he is not to occupy more than one hour of the regular school hours in the tuition of the languages class.

But where the teacher is solely employed in giving instruction in classics and French, the tuition of the languages classes may be proceeded with throughout the day generally.

The pupils of the languages class are, however, to continue to attend the ordinary instruction of the school; and wherever there is not a separate teacher for classics and French, the payment for giving instruction in the languages class will be made dependent on the general proficiency of the pupils of the school in English and elementary education.

Where the teacher of the languages class is either the principal or assistant teacher of the school, and, as such, is paid his class salary by the Board, his remuneration for the tuition of the languages class is to consist of the "results fees," to be awarded by the Board and the pupils' fees.

But where the teacher has in the languages class at least 30 pupils in daily average attendance, and is solely employed for four hours daily in giving instruction in classics and French to such pupils, his remuneration will consist of a class salary to be paid by the Board (as if he were an ordinary literary teacher of a National School), besides the "results fees," and the fees of the pupils.

A teacher who is solely occupied as teacher of the languages class, and who claims *class salary*, must be qualified to teach Latin, Greek, and French.

As already laid down, a languages department cannot be recognised in a school, unless at least six pupils who have each made 150 attendances in the year, satisfactorily pass their examination; but should a teacher *before or after school hours* choose to instruct one or more pupils in Latin, Greek, or French, and that such pupil or pupils make 150 attendances in the year, and satisfactorily pass the examination, the Commissioners will be prepared to award the results fees just as in the case of pupils of a regular languages class taught during one of the school hours.

ESTIMATE.

	£.	s.	d.
It is estimated that for the year ended 31st March 1868, there will be required class salary for three teachers, to be solely employed as teachers of classics and French - -	156	-	-
Results fees - - - - -	885	-	-
TOTAL - - - £.	1,041	-	-

EXTRACT from MINUTES of the BOARD, dated the 4th June 1867.

THE Commissioners postpone to the 18th instant the consideration of the draft letter to be sent to the Lord Lieutenant with the memorandum regarding the introduction of classics into the National Schools.

EXTRACTS from MINUTES of the BOARD, dated 18th June 1867.

THE Commissioners proceed to the consideration of the draft letter proposed to be sent to the Lord Lieutenant with the memorandum regarding the introduction of classics into the National Schools, and the Board's Resolution thereon, dated the 28th May 1867.

Ordered, that the letter, of which the following is a copy, be approved and be forwarded to Lord Naas, viz. :

(Enclosure.)

Office of National Education,
19 June 1867.

My Lord,

WE have the honour, by direction of the Commissioners of National Education, to transmit for the information and approval of his Excellency the Lord Lieutenant a copy of a resolution on the subject of the introduction of classics into the National Schools, agreed to at two meetings of the Board, held on the 28th May and 4th June instant; and also a copy of a memorandum setting forth the details of the plan proposed for carrying out this measure.

This question of the introduction of classics into elementary schools has been brought under the notice of the Commissioners at various times, and has been most fully and carefully considered.

To the enclosed memorandum we attach an estimate of the probable cost of carrying out the scheme for the year 1867-8, the proposed expenditure being a little over 1,000 £.

We are further instructed to observe, that although there is no direct connection between classical instruction and the alterations suggested by the Right Honourable Mr. Portescue's letter, the Commissioners think it desirable that both should be included in the same supplemental Estimate; and that, although good measures taken separately, they are much better when taken together. One reason for adopting both together is, that the class which will derive the most advantage from one alteration will be least pleased with the other.

If both proposals should be adopted, there will not be the slightest grounds for insinuating that any alteration was made with exclusive deference to the desires of any portion of the population.

In our letter of the 4th December last, we had the honour to forward to your Lordship a statement, in the form of a Supplemental Estimate, setting forth the cost of carrying out the proposals in the Right Honourable Mr. Portescue's letter, for the financial year 1867-8.

We have, &c.
(signed *James Kelly,*
William H. Newell. } Secretaries.

To the Right Honourable
Lord Naas, M.P., Chief Secretary,
Dublin Castle.

The Venerable Archdeacon *Fitzgerald* to Commissioners of National Education.

Sirs,

Rathkeale, 12 November 1861.

I beg of you to state to the Commissioners of Education that, in conformity with their instructions recently addressed to me to fill up the vacant office of schoolmaster to the National male school of this town, I appointed on the 1st of November instant a certain Mr. Moran, who was recommended to me by the inspector of the district, Mr. Robinson, and who appeared to me an eligible person. I gave him leave of absence on the 2nd, after having given him the key of the school-house, desks, &c. He wrote to intimate that he resigned for the reasons following. During the vacancy of the school-rooms, consequent on the removal of Mr. Quinlivan, the last teacher, I gave the use of the schoolroom to the classical teacher of the town, Mr. Millar, who is a graduate (A. B.) of Trinity College, and who attended divinity lectures, although he did not proceed, as he has intended, to take orders in the Protestant Church, to which he belongs. As Mr. Moran had not a single pupil, although I hope, as in the case of Mr. Quinlivan, to induce a sufficient number to attend the school ultimately, I proposed to let Mr. Millar and his pupils (about 14 in number), and the children of both Protestants and Catholics to continue in the school-house, there being ample room for both schools, even if the National Schoolmaster's numbers should reach the maximum of 35. The schoolmaster at first consented, but in a letter addressed to me on the 3rd, from Ballystein, to which he had proceeded on leave of absence, he declined to return, on the ground that he might incur blame with the Commissioners. He is already an assistant in some school, and hopes to be employed permanently in the service of the Board. May I then beg of the Board to allow Mr. Millar to continue in the schoolroom; Mr. Moran or any other schoolmaster being allowed ample scope and room enough for all reasonable purposes, and Mr. Millar engaging to leave whenever the inspector may deem it necessary.

The airiness of the room is a great boon to the boys learning their Latin and Greek from Mr. Millar, and the house is, of course, used for the legitimate purpose of education.

Praying of you to submit these matters to the Commissioners,

I have, &c.

(signed) *Michael Fitzgerald*,
Manager Rathkeale Male School,
No. 1282.

The Secretaries of the
Commissioners of Education in Ireland,
&c. &c.

Commissioners of National Education to Venerable Archdeacon *Fitzgerald*.

(8112/61.—Rathkeale Male National School, County Limerick.—
B. O., 22/11/61.)

Sir,

Education Office, 28 November 1861.

We have laid before the Commissioners of National Education your letter of the 12th instant, stating that you have given the use of a portion of the above schoolroom (which is vested in trustees) to a classical teacher, Mr. Millar, for teaching Latin and Greek to his own pupils, proposing to occupy the rest of the room as a "National School," under the charge of a master, whom you intend to appoint, and expressing a hope that the Board will give their sanction to the arrangement.

In reply, we are directed to request your attention to the rule of the Board, Part I., Section V., paragraph 5, which declares that "Vested school-houses must be used exclusively for the education of the children attending them," and also to inform you that, having regard to that rule, and to the fact that the
classical

classical teacher is not in the employment of the Board, the Commissioners must decline to permit the Rathkeale National School to be used by him for the instruction of his own pupils as proposed.

We are, &c.

(signed) *Maurice Cross,*
The Venerable Archdeacon Fitzgerald, } Secretaries.
Rathkeale. *James Kelly,*

Rev. Dr. MacIvor to Commissioners of National Education.

Gentlemen,

Moyle, N. T. Stewart.

28 November 1866.

I BEG to enclose a memorial from the inhabitants of this parish, praying for the admission of an *intermediate element* in the N. T. Stewart School, and in whatever other schools it may happen to be required. I enclose also a list of signatures to the memorial, one list among many that have been sent to me. The people feel the want most keenly, and anxiously hope that their prayer may be conceded. I enclose also some printed copies of the memorial, which I hope may facilitate its consideration by the Commissioners. I also enclose the three lists of names referred to in the memorial. These I have not printed, and I suppose the Commissioners will judge that I had no right to do so. I trust the individuals mentioned in them will forgive the very considerable liberty I have taken with their names in order to advance an important public interest.

Our memorial is long, for we were anxious to press our case and to obviate objections. Possibly we have not done so sufficiently, or other objections may present themselves to the Board to which we have not alluded; if so, we would gladly present ourselves before the Commissioners, collectively or individually, to be cross-questioned on the subject so far as it comes within our range.

The principal apprehension the Commissioners are likely to feel is that it might injure their primary instruction. We have endeavoured to show that this apprehension is groundless, and I may add that it would be most easy for the Commissioners to provide abundant securities against it. For instance, a just condition of the permission would be that the proficiency of the pupils in the ordinary branches should be decidedly above par; that is decidedly above the standard previously attained or attainable in *that school*. Again, instruction in any *dead* language might only be allowed to such pupils as have reached the fourth class, or at least the upper division of the third. In respect to living languages the case is somewhat different; French especially should be earlier begun.

Some other modern languages besides French are often wanted, and might be permitted by the Board. Two others could at present be taught effectively in N. T. Stewart School.

I ought to mention that, in drawing up our Memorial, I designedly understated our case in several important particulars. I did so in order to *print* the paper, and I feared a sinister use, injurious to the Board, might be made of it by some of those into whose hands it might fall. If the Board wish, I could easily supply the deficiencies and argue the case in a letter. But I trust we have said enough to convince the Commissioners of the necessity, the practicability, the safety, and the public advantage of the simple plan we advocate, and that the Board will therefore assent to our petition. Should it be requisite to procure some *à priori* Government sanction, I trust the Board will not delay, but either themselves apply or aid in applying at once, in this comparative leisure before the meeting of Parliament.

And trusting the Commissioners will pardon the freedom with which I have addressed them,

I am, &c.

To the Secretaries,
Education Office.

(signed) *James MacIvor,*

To the Honourable the Board of National Education in Ireland.

THE MEMORIAL of the Undersigned Inhabitants of *Newtown Stewart* and its Vicinity

Humbly Showeth,

THAT your Memorialists respectfully thank the Board and Government for the many National Schools established hereabouts, and especially for the *Newtown Stewart Minor Model School*, institutions which offer to all classes of the community, on easy and equitable terms, an excellent system of primary instruction.

But these schools have also, your Memorialists regret to say, inflicted on the community a most serious loss, by destroying hereabouts, and we believe generally* in Ireland, the previously existing means of intermediate education, all that faulty yet not ineffective machinery which opened up to the middle classes, and to the most gifted of the poor, the colleges, the professions, and the public service in general.

It must also, we think, be obvious to the Commissioners that, so long as their primary schools exist, no endeavour to restore the lost means of intermediate instruction *except in connection with those primary schools*, can possibly succeed. In large towns, no doubt, means and pupils may be found for two or three sets of institutions existing side by side, but not in small towns like ours, not in villages, or country places. There the same cause which destroyed them when existing must always prevent their revival. In fact, in all such places the primary school is of paramount importance, and must extinguish all competition; unless, therefore, it contain, or may contain, an intermediate element, intermediate instruction in Ireland, except in large towns, is finally destroyed.

Under these circumstances, your Memorialists view with extreme distress the continued unwillingness of the Board to allow an intermediate element to combine itself locally with their primary instruction. Especially they are distressed at the stringent enforcement of the Board's order, forbidding the continuance of classical and French teaching in *Newtown Stewart School*, and they earnestly solicit that this order may be withdrawn.

Your Memorialists are aware that they can expect from the Board no exceptional privileges; that whatever boon is conceded to them must be extended to three or four other schools in this parish, and to many other schools, perhaps 500 schools besides. But we also know that our own wants are not exceptional; that the destruction of intermediate education by means of the Board's schools has been extremely general, and amounts in the aggregate to a serious national calamity, if any educational deficiency could be so described. We therefore press our memorial the more earnestly, knowing that in pleading our own cause we are pleading also the cause of others.

Nor can we believe that the sympathies of either Board or Government are averse to our petition. No Commissioners of Education could desire to make primary instruction a finality, instead of the first step to something higher. And it were absurd to think that a Government which pays liberally in Ireland for primary teaching, and offers almost lavishly University advantages, could desire to abolish the intermediate links, to remove the bridge which should connect these two; and this at a time when not the professions only, but almost all branches of the public service, are being thrown open to public competition.

They can only be some difficulties of detail which hamper the Commissioners: we will venture, therefore, to extend our memorial, and to glance at one or two objections which are supposed to stand in our way.

I. Is

*This unhappy effect of the Government "interference" in education is only too well known in Ireland, and the attention of the empire has frequently been called to it—for example, by the *Endowed Schools Commissioners*. The first sentence of their "Recommendations" is, "We are of opinion,—I. That the establishment of a system of primary education by the Government has had the effect of greatly diminishing the resources which, though no doubt scanty and imperfect, formerly enabled the middle classes, to a certain extent, to provide a suitable education for their children."—*Report*, p. 278. Compare p. 223, where they mention that, "There are 91 towns, having each above 2,000 inhabitants, according to the Census of 1851, in which there is no grammar or superior English School in operation." Of course, smaller towns and villages are still more destitute, if possible. And things have not improved since 1851. The Commissioners would now endorse still more emphatically the opinion of Mr. Kirk, that while Irish education has increased in quantity, it has declined in quality.—*Report*, p. 219.

I. Is it feared that the classical and French teaching might injure the primary or English instruction of the school?

(a.) We reply, first, that, while permitted, *it did not*, but very much the contrary; as is well known to all the Board's officers, and to every one else connected with the school.

(b.) We reply, secondly, that *it ought not*, but very much the contrary; classics and French have always been deemed cognate with any superior English teaching, and should tend to better it. This is sufficiently acknowledged by the Board itself, in its earliest text-books, and in its final examinations.

(c.) And, thirdly, we reply that, so far from injuring, it is essential to the success of the institution considered merely as an English school; for it is essential towards securing such a school attendance as will render superior instruction in *any* department possible. In fact, its exclusion immediately disorganised the school, by causing the withdrawal of all the more intelligent and industrious boys from the "third class" upwards. Instead of a hard-working and successful school of 50, 60, or 70 boys, all learning English, and the more advanced learning classics also, and making good their way towards the public service, we have now only some 25 or 30 of the youngest and least intelligent boys. Should the prohibition continue, it will be impossible to maintain permanently a fifth class, or even a decent fourth class in the school.

Nor is our school or neighbourhood exceptional; the same cause everywhere banishes the more intelligent and advanced classes from the Irish National Schools, and reduces them to little above the level of the infant-school or dame-school. It appears from the Board's published statistics, that the average age of all children attending their schools is *decidedly under 10*, in many large districts *decidedly under nine*, and that the number of schools which possess a fifth, or even a permanent fourth class, is an extremely small per-centage of the whole. The Board offers some superior English instruction; but the exclusion of the intermediate element virtually excludes those who are capable of receiving it; it thus frustrates *in limine* the Board's intention, and leaves the superior English a dead letter on their books, or a vain parade upon their walls.

The Irish people are fairly intelligent, and fairly ambitious of learning. They are very willing to be taught logic, political economy, Christian evidences, chemistry, natural philosophy, navigation, and the other branches which, no doubt properly, the Board delights to honour. But then they are mostly poor. They cannot afford to keep their children at school beyond a certain age, except in pursuit of those substantial advantages which hitherto, in Ireland, learning and good conduct have been supposed to bring. If the Board desire that its schools shall be attended by children above the average age of 9 or 10, it must allow them to fall in with this natural ambition. It must allow them to be made a step towards those results which the people have been wont to see, and are able to appreciate, such as the clerical, the medical, the legal professions, and the social status which these bestow.

II. Is it feared that this is "only theory"; and that in desiring to impart classics and French, we are attempting to "force" education on classes unfitted for it or unaccustomed to it?

In reply, we simply forward *three* lists of names.

(a.) The *first* is a list of the boys primarily affected by the Board's order, those, namely, who formed the Latin classes in Newtown Stewart School, with a statement of their social position, and that of their immediate relatives. The Board will observe that, though in humble or struggling circumstances, they are just of that class from which the professions are in fact recruited, or have been hitherto. Nearly all of them have uncles, full cousins, or elder brothers, who have made their way to the professions.

(b.) The *second* list contains the names of more than 20 teachers who actually have imparted classical instruction, since the year 1800, in different districts of this parish, in Newtown Stewart, Lisnatunny, Douglas, Ardstraw Bridge, Crew Bridge, Dreguish, Magheracriggan, Ergeenagh, or

Clare, not all simultaneously, but two or three or four at a time, as the wants of the localities varied. At present, with some 25 National Schools in the parish, and several Church Education Schools besides, there is no classical or other superior instruction whatsoever. And we have every reason to fear, besides, that the little English which is learned in early childhood is, for want of being kept up and carried on, mostly forgotten before the age of puberty.

(a.) The third list represents, in part, the fruit of this old-fashioned instruction: a list, namely, of those natives of the parish who, since the year 1800, have actually reached the professions. And we say, "in part;" for our list is most incomplete: more careful inquiries, we are satisfied, would increase it 25 per cent. or more. It contains, however, *between three and four hundred names*. And many of these, the Board will observe, not only reached the professions, but attained to some eminence therein. Our Clerical List contains a dean of Maynooth and several Protestant rectors, our Medical List includes three who each won the honours of knighthood. And all this, we add, not without some pride, is from a parish whose only resources are agricultural, whose resident gentry are few or none, and where the average size of the farms is under 20 acres of hut middling land; of land reclaimed with difficulty from rock, or bog, or mountain.

Nor here, again, is our neighbourhood exceptional. All the districts around, and many other districts in Ireland, cherish similar recollections, and desire to maintain the like prestige. Tyrone has been called, we hear, the Northern Kerry. Kerry may well have been a Southern Tyrone. And other counties, we know, could wrest the palm from either of us. Now this, we venture to believe, is a laudable ambition, and a valuable branch of public industry, to call it by no higher name. Is it not strange that it should be discouraged and crushed by Commissioners of National Instruction? Ireland has no commanding coal field or gold field; is not very fortunate or very successful in mining, manufacturing, or commercial enterprise; and not many paths to wealth or eminence lie open to her youth. But there was this avenue, not alien to the national aptitude or taste, and not unconsecrated by some national tradition. Is it reasonable, we ask again, that it should be closed by a Board of Education, or reasonable that when, unintentionally, Board and Government had done us this great harm, they or either of them should be slow to repair it?

III. Is it said that, admitting the deficiency or loss, it rests on other shoulders than the Board's to repair it?

We venture to reply, *no others can repair it* so long as the Board exists. This we have said before; and we believe it must be obvious to the Commissioners, or to anyone who considers the subject. In small towns like ours, we repeat, or in country places (that is, over the hulk of Ireland) materials do not exist for working more than one set of institutions. And this must be the primary school; its claims are paramount; the intermediate can only reach the people by being made, or at least by being *allowed* to combine itself therewith, as it did rudely in Ireland aforesaid; as it does still, in a more systematic and superior form, in the Scottish Parochial School.

Men talk, it is true, of building a new set of intermediate schools. Of such we need only say, they could only be few; they could only benefit a few favoured localities. Not one of them could reach us, for example; nor, probably, any of the neighbouring parishes. It is only in some connection with the village school that the intermediate element can reach the people generally.

IV. Is it feared that such combination might embarrass the national system, or prove difficult to work?

If so, we will venture to state what amount of recognition would satisfy our own wants, and, as we believe, those of the country at large.

First, we ask *permission* that classics and French may be taught in Newtown Stewart School, or in any other National School, vested or non-vested, where it is really required; that is, where the materials exist, and the people are willing to pay for it, subject, of course, to the condition that it shall not injure the English teaching of the school.

Secondly.

Secondly, we ask that, being permitted, it shall also be paid for by the Board, on about the same scale as any other recognised extra, such as drawing, music, physical science, or navigation. That is to say, that six, or eight, or ten pounds a year, in addition to the pupils' fees, be paid to the master for each language efficiently taught; or, better, that a proficiency premium of from 10s. to 1 l. be paid him for each pupil successfully instructed in them.

[This second part of our petition is not essential in this neighbourhood, nor perhaps in many others. The people are willing to pay liberally for a privilege they quite well understand. But we suppose it would be desirable generally, or even essential, if only for the sake of unity of management and the harmonious working of the National system.]

These two concessions could be easily made and easily worked, and we believe would be quite sufficient for their purpose; sufficient, not, indeed, to universalise intermediate education, much less to force it upon any one, but sufficient to place its first and most difficult steps fairly within reach of the self-denying and industrious. This would be an enormous advantage to them, and could be no loss to any one: certainly none to the National School system. On the contrary, it would invigorate and improve the Board's primary teaching, and make it prolific of results; would bring back to the schools the third, fourth, and fifth classes, and repay them for their attendance; would largely increase the master's salary, and not chiefly by the Board's, but chiefly by the local contributions; and would still more signally improve the masters' social position, thus attracting and retaining in the Board's service a more respectable and efficient staff of teachers. In short, it would energise and elevate, we believe, the whole character of the Irish National Education, to the lasting benefit of the nation and of the empire.

We trust, therefore, the Board and Government will accede to our humble and very earnest petition; and your Memorialists will ever pray.

Commissioners of National Education to Rev. Dr. MacIvor.

(10,455,866.—B.O. 18/12/66.)

Office of National Education,
19 December 1866.

Rev. Sir,

HAVING laid before the Board of National Education your letter of the 28th ultimo, enclosing a Memorial from the inhabitants of Newtown Stewart on the subject of the introduction of classics and French into the National Schools, &c., &c.,—

We are now to inform you that the Commissioners approve of the general principle of placing the attainment of a knowledge of "Classics and French," within the reach of the poorer classes, provided it can be done without injury to the primary instruction given in the National Schools.

We have, &c.

(signed)

James Kelly,

Williams M'Creedy,

} Secretaries.

Rev. James MacIvor, D.D.,
Moyle, Newtown Stewart.

Rev. Dr. Henry to Commissioners of National Education.

Queen's College, Belfast,

Monday, 17 December 1866.

My Lords and Gentlemen,

As I find that I shall be unable to attend the Board of Education to-morrow, permit me to express strongly, in these few words, my hope that you may find it expedient to adopt measures for allowing, in certain cases and under proper conditions, instruction to be given in French and classics in some of the

National Schools, where these branches of learning may be sought for and required. The question, I see by the programme, will be brought before you to-morrow. I have nothing whatever to do with the present movement, nor have I considered the proposals that will be presented for your consideration; but, as the question is re-opened, I feel bound to say that my opinion as to the expediency and practicability of our permitting such instruction to be given, under proper restrictions, in some of our schools, remains unaltered. The want of this is severely felt by all denominations, and in almost every part of Ireland. I trust it may appear to you that this want may be, to some extent, supplied through certain of the National Schools, not only without interference with the objects of the system which we sustain, but in direct and efficient support of them.

Any scheme calculated to give effect to the proposals that will be made to you will require the most mature consideration, and should you feel disposed to accede to the general principle involved, I will ask you to allow me to lay before you a scheme which, I think, will be worthy of your notice, as holding steadily in view the objects of the establishment of the National system of education itself, and the benefits likely to accrue to all denominations, and to Ireland at large, from its adoption.

Should you entertain the important question of intermediate education at all, I should be glad to find that the various points which it embraces had been referred to a committee of the Board.

I write this from a conviction that the question is one of broad application to all the provinces of Ireland, and to all the creeds represented at the Board of Education.

I am, &c.
(signed) *P. Shulldham Henry.*

To the Commissioners of National
Education.

Commissioners of National Education to Reverend Dr. Henry.

(10,979/66. B. O. 18/12/66.)

Reverend Sir,

Office of National Education,
21 December 1866.

Your letter of the 17th instant having been read at the meeting of the Board on the 18th instant, we have been directed to inform you that the Commissioners adopted the following resolution on the subject of the introduction of the classics and French into the National Schools, viz.,

"The Commissioners approve of the general principle of placing the attainment of a knowledge of classics and French within the reach of the poorer classes, provided it can be done without injury to the primary instruction given in the National Schools."

We are also directed to request you will have the goodness to submit the scheme you propose, in order that it may be considered in connection with the Reverend Dr. MacIvor's proposition.

We are, &c.
(signed) *James Kelly,*
William M. Creedy, } Secretaries.

The Reverend Dr. Henry,
President, Queen's College,
Belfast.

Commissioners of National Education to Reverend Dr. Henry.

(Enclosure.—B. O. 19/2/67.)

Reverend Sir,

Office of National Education,
26 February 1867.

By direction of the Commissioners, at their meeting on the 19th instant, we forward a copy of the Reverend Dr. McCosh's letter on the subject of the introduction of the teaching of classics, &c., into the Belfast District Model School :
and

and we are to state that the Commissioners will be glad to receive, at your earliest convenience, your proposed plan for the introduction of such teaching into the National Schools.

We have, &c.
(signed) *James Kelly,*
William H. Newell, } Secretaries.

The Reverend Dr. Henry,
President, Queen's College,
Belfast.

Rev. Dr. M'Cosh, to Head and District Inspector at Belfast.

Gentlemen,

Belfast, 14 January 1867.

RESORTING in the resolution of the Commissioners of Education by which they approve of the general principle "of placing the knowledge of classics and French within the reach of the poorer classes," I do now, in the name of the Lord Bishop of Down and Connor, of the Mayor of Belfast, and a number of the principal manufacturers and merchants of the town, and in my own name, ask you to take the steps you may deem proper to introduce, or allow us to introduce, the teaching of classics in the Model School in this place.

It will best suit our views if you, or the Board, out of your own staff, appoint a teacher to give instruction in Latin, and, if it be required, in Greek.

Or if you have no suitable person ready to engage in the work, we ask the Board, through the instrumentality of the Inspectors, to appoint a competent teacher.

Or if there be objections to these proposals, we offer to appoint ourselves a thoroughly qualified teacher to give instruction in the ancient classical languages, our appointment being always subject to the veto of the Board, and the teacher being placed under the Inspectors.

We propose that the teaching should for the present be only an hour or so each day, at such time as the Inspectors may appoint, and so as not to injure the efficiency of the primary instruction. But we are anxious to have it in the school hours, as we are convinced that the excellent resolution of the Board has no fair chance of being carried into successful operation, if the teaching is at other hours not so convenient, or when the pupils are wearied with their ordinary work.

In order to give the scheme a trial, we offer to pay in part, or in whole if necessary, the salary of the teacher for the next six months, by the expiry of which time it may be hoped that the plans of the Board for carrying out their own resolution may be matured.

I am, &c.
(signed) *James M'Cosh.*

Andrew O'Callaghan, Esq., Head Inspector.
John Molloy, Esq., District Inspector.

Rev. Dr. Henry to Commissioners of National Education.

Gentlemen,

Queen's College, Belfast,
11 March 1867.

REFERRING to the letter of the Rev. Dr. M'Cosh proposing to have classics introduced into the Model School of Belfast, and of which, through you, the Commissioners sent me a copy, I have to express my entire approval of the proposals Dr. M'Cosh has made on his own behalf and that of others. That gentleman, before writing the letter, had an interview with me, and our views were quite concurrent as to application about to be made by him to the Commissioners.

For various reasons, I should myself prefer to have a person competent to give instruction in classics furnished by the Board itself, either from Marl-

borough-street School, or some other of our establishments; but, as I find on inquiry that such a teacher cannot at present be provided, I have to suggest that you will empower your head and district Inspectors here to co-operate with Dr. M'Cosh and those who act with him, in obtaining the services of a suitable classical instructor, say for three months, by way of experiment. The applicants themselves undertake to pay the teacher for this service; but as a general principle I think he should be approved of by, and be under the control of, the inspectors to whom the instructions of the Commissioners on this matter ought, in my opinion, to be given directly. I would recommend that whilst the instruction in classics shall be allowed to be given during the ordinary school hours, sufficient time and opportunity shall be afforded to any classical scholars to prosecute their studies in the other necessary and prescribed branches.

The Secretaries of the Board of
National Education.

I am, &c.
(signed) *P. Shulldham Henry.*

Rev. Dr. Henry to Commissioners of National Education.

Gentlemen,

Queen's College, Belfast,
1 April 1867.

I AM sorry that my name appears so often in the programme of business in connection with the introduction of classics into the Model School here. I gave my opinion and advice in the matter, not because the application was made for a school in Belfast, but because I thought, and still believe, that the proposal, if granted, would be applicable to all similar cases through Ireland. It is hardly necessary for me to say that I take a broad view of that, and of all questions of education.

I cannot but feel, either that some practical effect, by way of experiment, ought to be given to the resolution of the Board to allow classics, under certain conditions, to be introduced into our schools, or, if the difficulties be insuperable, to allow the matter to drop.

I enclose to Mr. Macdonnell a letter from the excellent Inspector, Dr. Browne, which shows that in his district there are teachers competent to give instruction in classics.

It appeared to me that on last Tuesday both the ex-Chancellor Brady and Mr. Macdonnell held opinions on the subject clear and easy of application, and I am glad to see that the Resident Commissioner, who understands the working of our schools so well, has consented to form a simple plan. I agree with the ex-chancellor that, in any case, an hour in the day would be sufficient for classical instruction; more than that time is seldom allowed in the parish schools of Scotland, and they have furnished to the colleges and the professions some good classical scholars.

I am, &c.
(signed) *P. Shulldham Henry.*
The Secretaries, Board of Education,
Marlborough-street, Dublin.

Dr. Browne, District Inspector, to Rev. Dr. Henry.

My dear Doctor Henry,

Armagh, 30 March 1867.

I HAD a note from Dr. M'Cosh yesterday, in which he requests me to furnish you with the names of National School teachers competent to teach classics. I have much pleasure in furnishing you with the following list:—John McOwen, R. C. Granemore, N. S.; Francis Nugent, R. C. Coolmillish, N. S.; Thomas Hughes, R. C. Tullysaran, M. N. S.; John Moore, P. D. Ballinahinch, M. N. S.; George Phoenix, President, Ballylough, N. S.; Josh. M'Kingu, President, Markethill, N. S.; George S. Rolston, President, Derrycughan, N. S.; David Mullen, President, Ballylane, N. S. Of these, M'Owen, Moore, and Phoenix are good classical scholars; the others are fair Latin scholars, but not so proficient in Greek. They could all teach the entrance course in both Greek and

and Latin, except Nugent and Hughes. Should you require any further information, I shall feel much pleasure in communicating it, if in my power.

Rev. P. S. Henry, D.D.

I am, &c.
(signed) *Saml. Brown.*

Commissioners of National Education to Reverend Dr. Henry.

(3528/67.—B. O. 2/4/67).

Office of National Education,
3 April 1867.

Reverend Sir,

YOUR letter of the 1st inst., and also the letter addressed to you by the Inspector, Dr. Browne, having been submitted to the Board at the meeting yesterday, we are directed to convey to you the thanks of the Commissioners for these communications.

We have, &c.
(signed) *Jas. Kelly,*
Will. H. Newell, } Secretaries.

Reverend Dr. Henry,
President, Queen's College,
Belfast.

Rev. L. E. Berkeley to Commissioners of National Education.

Lurgan Male, County Armagh, No. 8296.

(3707/66.)

Gentlemen,

Lurgan, 5 April 1867.

I BEG to state that I have been exceedingly gratified by the announcement that the Commissioners of National Education intend to permit and foster instruction in elementary classics in National Schools. William English, teacher of the above school, has formed a Latin class in it, and I have earnestly to request that he may receive such encouragement as it may be in the power of the Commissioners to afford.

The Secretaries, &c.

I am, &c.
(signed) *L. E. Berkeley.*

Commissioners of National Education to Rev. L. E. Berkeley.

(3707/67.—Lurgan Male National School, No. 8286, County Armagh.)

Office of National Education,
18 April 1867.

Rev. Sir,

IN reply to your letter of the 5th instant, stating "that the teacher of the above school has formed a Latin class in it,"—

We are to inform you that the Commissioners of National Education have not as yet completed their arrangements for the encouragement of instruction in classics in National Schools; but that, as soon as they shall have done so, they will communicate with you on the subject.

We are, &c.
(signed) *James Kelly,*
William H. Newell, } Secretaries.

Rev. L. E. Berkeley, Lurgan.

Lord Bishop of Derry to Commissioners of National Education.

(5600/67.)

Gentlemen,

Palace, Derry, 1 June 1867.

OWING to my being engaged on a tour of confirmations, it will not be in my power to attend the National Education Board on Tuesday next. I cannot, however, allow the first topic on the programme to be dealt with in silence on my part, lest my silence should be construed into assent to the proposition passed at the last meeting of the Commissioners.

While I was glad to find that the introduction of the classics had received the approbation of the Board, I was surprised that it should have been mixed up with a subject which I conceive has no necessary connection with it.

It will be in the recollection of the Board that I read at length my objections to the Right Honourable C. Fortescue's letter, as utterly subversive of the principles of *united education*; and as I have seen no reason to alter my opinion, I again respectfully record *this my dissent*, and request that it may be communicated to the Commissioners on Tuesday next, the 4th instant, and placed amongst the muniments of your office.

I am, &c.

To the Secretaries of
National Education.

(signed) *William Derry.*

Rev. Dr. Henry to Commissioners of National Education.

(5620/67.)

Gentlemen,

Queen's College, Belfast,

3 June 1867.

As it will not be in my power to be at the Board to-morrow, I wish to express through you my surprise that it is proposed to connect, in an application now to be made to the Lord Lieutenant, the question of the introduction of classics into National Schools, with the questions involved in Mr. Fortescue's letter of the 19th June last; matters of consideration which have hitherto been kept perfectly distinct, and which, in my mind, ought still to be so. I greatly rejoice that Mr. Macdonnell's admirable scheme has met the approval of the Commissioners, believing, as I do, that the introduction of classics, particularly into schools located in places where these branches are not now taught, will confer a public and common benefit on the people of Ireland. I had hoped that in asking from the Government means to carry out this plan in any National School for the time being, the simple proposal would not be embarrassed by a question which involves a diversity both of principles and details, as grave as they are complicated. If I remember rightly, the acknowledgment by the Board of Mr. Fortescue's letter was couched in terms of approval, both general and guarded, in respect to the necessity of keeping in view "the principles of National Education." It is quite clear that if the Commissioners were just now called on to carry out the proposals of Mr. Fortescue's letter, very full and serious consideration, leading perhaps to much diversity of opinion, must be given to the mode of doing it, consistently with the fundamental principle of the system, which is that of "united secular and separate religious instruction." Members of the Board who adopt this as a rule, and who dislike discussions involving religious differences, such as are likely to arise from the consideration of the new and sweeping proposals of Mr. Fortescue's letter, cannot contemplate the changes and fresh arrangements which those proposals imply without feelings of anxiety. Many of our best friends entertain serious apprehensions that though Mr. Fortescue never intended his propositions so to act, they would, if fully carried out, inevitably sap the foundation of united education, and, under its semblance, necessitate mere denominational instruction, and that without denominational responsibility to the State then taxed to support it under another name.

It does, therefore, appear to me strange and inexpedient to imperil the simple question

question of the introduction of classics by the proposal in the programme; and, also, still further to complicate the yet unconsidered application of Mr. Fortescue's suggestions, by uniting at this juncture two subjects so essentially distinct, which ought, each, to be decided on its own merits.

As an humble member of the Board, I can be no party to making an application to his Excellency combining the two questions referred to—an application of so constructive a kind as not likely to lead to any satisfactory result. I withhold my consent wholly uninfluenced by the views which any religious bodies may entertain on the matters at issue; and, guided solely by a desire to extend the blessings of a sound education amongst all denominations, holding sacred the principles on which I accepted office a quarter of a century ago, I express my earnest hope that the Commissioners may arrive at the simple and safe conclusion, to confine, in the present instance, their application to the Government to the introduction of classics into the National Schools. All schools that hereafter might become such, would enjoy the benefit. My hope is founded on an earnest desire to avoid contentions amongst the Commissioners themselves; for it is of great importance that the good feeling which we unite cordially in labouring to extend throughout Ireland, should have its centre at the Board table of the system of united education.

I am, &c.

(signed) *P. Studdham Henry.*

To the Secretaries of the Board of
National Education.

NATIONAL EDUCATION (IRELAND)
(CLASSICS AND FRENCH).

COPY of PROPOSAL or PLAN submitted by the
COMMISSIONERS of NATIONAL EDUCATION
in *Ireland* to the GOVERNMENT for the
Introduction of CLASSICS and FRENCH into
the NATIONAL SCHOOLS, and of CORRE-
SPONDENCE relating thereto.

(*Sir Robert Peel.*)

Ordered, by The House of Commons, to be Printed,
25 July 1867.

472.

Under 2 oz.